



University of HUDDERSFIELD

University of Huddersfield Repository

Gibbs, Graham R.

The dissemination and discovery of open educational resources. A case study of research methods

Original Citation

Gibbs, Graham R. (2012) The dissemination and discovery of open educational resources. A case study of research methods. In: Social Sciences: Ways of Knowing, Ways of Learning HEA Social Sciences Conference, 28-29 May 2012, Crowne Plaza Hotel, Liverpool, UK.

This version is available at <http://eprints.hud.ac.uk/13999/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

The dissemination and discovery of Open Educational Resources. A case study of research methods.

Graham R Gibbs

University of Huddersfield



Social Sciences: Ways of Knowing, Ways of Learning
HEA Social Sciences Conference, 28-29 May 2012, Liverpool, UK



Open Educational Resources

- **Definitions**
- “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others”
 - The Hewlett foundation
- “digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research”
 - OECD



Literature on OER use/creation

- **Lots of looking.** Teachers in education (Petrides 2008).
 - 92% searched for materials,
 - 67% willing to deposit,
 - 25% actually did
- Health staff **reluctant** to put stuff on the web. Shared internally, not externally Rolfe (2012)
- Resource **context matters** (discipline, topic etc.) **BUT** more specific resource means harder to adapt for use (Wiley 1999, Calverley & Shephard 2003)
- **Sustainability issue.** OER repositories have short life. 11 repositories discontinued in noughties, only 2 over 5 years old. Freisen (2009)

UK resources - examples

- [National Centre for Research Methods](#)
- [ESDS](#) & [ESDS Qualidata](#)
- [Realities](#)
- [Methods@Manchester](#)
- [You Tube](#) and [Vimeo](#)
- iTunes University & [YouTube EDU \(University\)](#)
- [V-Resort](#)
- [TQRMUL](#)
- [RLO-CETL](#)
- [Jorum](#)
- [CAQDAS Networking Project](#)
- [Exploring Online Research Methods](#)
- [Online QDA](#)



Research Methods OER Dissemination - Project Overview

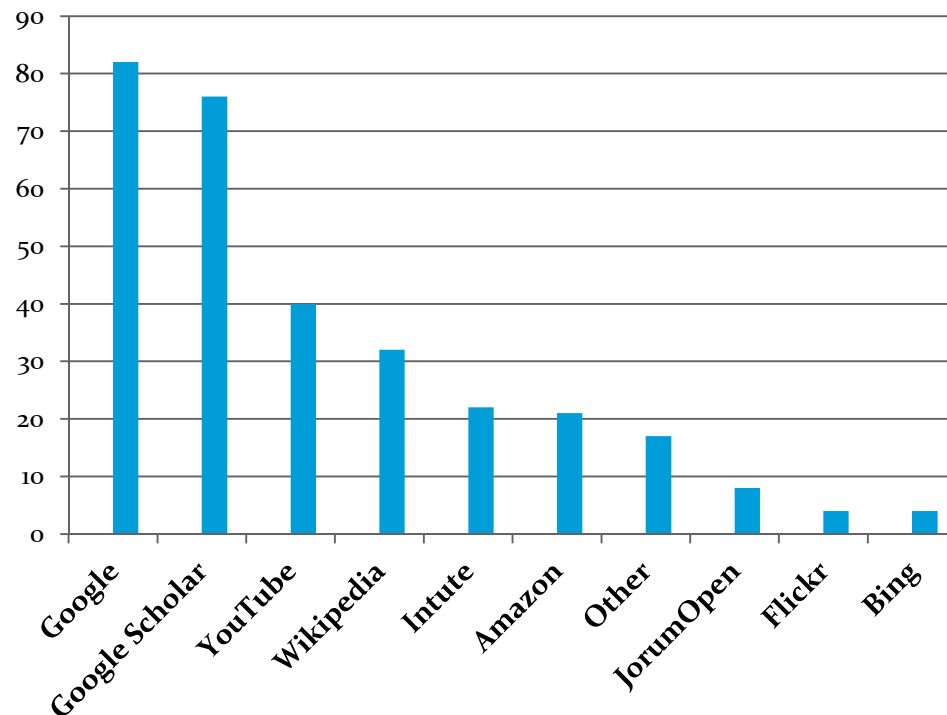
- Key objective: to improve the discoverability of OER materials to support research methods teaching
- Two parts:
 1. Explore how teaching staff search and use methods resources through:
 - » Online survey of practices
 - » Expert workshops & user groups
 2. Development of 'Front End' web site which incorporates elements identified as important



Online Survey, Key Findings (n=99)

- Most academics make specific searches for resources rather than engage in general searches on an ongoing basis
- Who created the resource is important
- Knowing the disciplinary context of a learning resource is useful
- Quality is more important than format
- Mixed views on user ratings (e.g. Amazon style stars)
- Copyright not regarded as important if used for educational purposes
- Most popular sites/search methods are Google, Google Scholar, YouTube and Wikipedia

Sites used most often to search for resources



Key Findings of Expert Workshops

- Trust is key issue – people prefer in-house or resources from known universities (or publishers)
- Own data sets preferred for teaching methods
- Licensing not seen as an issue within academic institutions
- Disciplinary origin of resources less relevant than using examples that connect to students
- Most participants not keen to submit OERs

Key Findings of User-Testing

- User problems with all OER sites
- Number of irrelevant results weakened trust
- Presentation of sites was confusing
- Not enough information given about resource author etc.
- Slow download time of resource plus additional barriers
- Google considered more effective for finding resources

What academics want

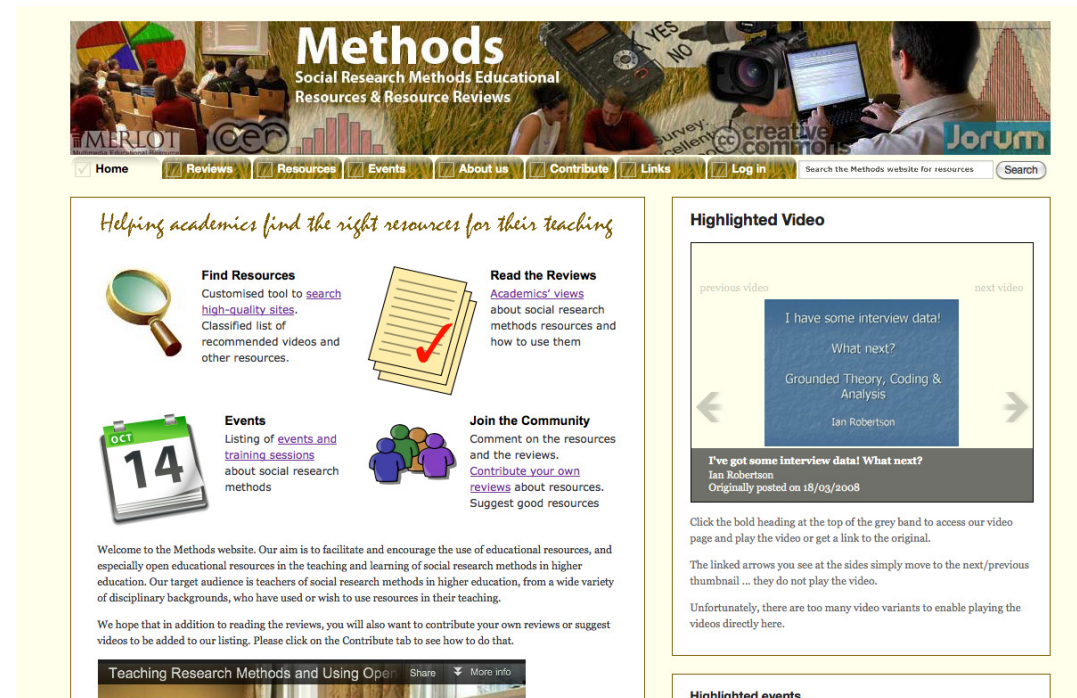
- [Teaching Research Methods and Using Open Resources](#)
- 10 min 12 sec onwards (for 5 mins 18 secs)

Solutions

- [Methods](#)
- [EdMediaShare](#)
- [Cloudworks](#)
- **BUT**
- How long will they last?
- Who curates them?

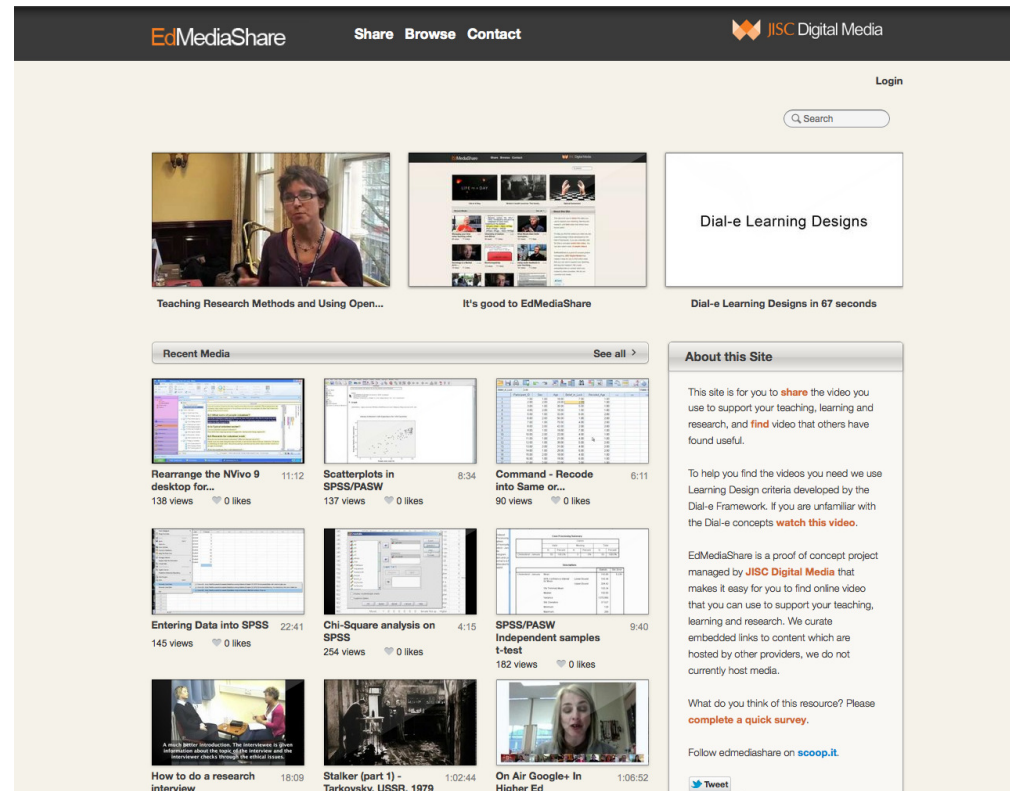
Methods

- Customised Google Search
- Collection of videos
- Reviews of OERs



EdMediaShare

- Collection of videos
- Only embeddable videos
- Recommended and with some meta data



Cloudworks

- Recommended sites
- Some commentary but not standardised.
- Project now finished?

The screenshot shows the Cloudworks website interface. At the top is a navigation bar with the 'cloudworks' logo and links for Home, Clouds, Cloudscapes, Events, Tags, People, and Support. Below the navigation bar is a welcome message: 'Welcome to Cloudworks, a place to share, find and discuss learning and teaching ideas and experiences.' The main content area is divided into several sections. On the left, there's a 'Featured Cloudscapes' section featuring a word cloud and a link to the 'Widening Participation Conference 2012 - Discourses of Inclusion in Higher Education'. To the right of this is a search bar with a 'Log in' and 'Sign up' button. Below the search bar is a 'News' section with a message about the completion of the 3rd phase of development. Further down is a 'Cloudstreams' section with links to 'All activity on the site' and 'All activity on items you are following'. At the bottom, there are two columns: 'Conferences' with a date filter (May, June, July, All) and a list of upcoming events, and 'Popular' with a filter (Clouds, Cloudscapes) and a list of popular items.

Solution No. 2

- Use University Repositories for OERs
 - Most universities now using them for research
 - Repositories will be around for a long time
 - Library staff tend to curate (and add meta-data)
 - Licensing in place
 - Accessible to Google – can use customised search
- **BUT**
- Excludes good stuff on YouTube etc.
- Still no quick and easy way to inspect the resource.



Summary

- Discovery
 - Reputation/trust
 - Quality
 - Few Depositors
 - Google – to see relevance quickly
- Needs Portal
 - Current solutions
 - Sustainability